

## Daily Lesson Plan

<b>Instructor(s):</b> 7 <sup>th</sup> Grade ELA Unit 2: Prentice Hall: Short Story	<b>Date:</b>
<b>Lesson:</b> Unit 2 (Short Story)- Two Kinds from “The Joy Luck Club” by Amy Tan (Exemplar) Prentice Hall Literature	<b>Unit 2: Prentice Hall: Two Kinds from “The Joy Luck Club” by Amy Tan (Exemplar)</b>
<b>Lesson Preparation: Goals for Today’s Lesson</b>	
<p><b>Essential Question(s):</b> Does every conflict have a winner?</p> <p>Explain to students that throughout the school year they will be posed with big questions that relate to their life and everyday experiences.</p> <p><b>Background/Overview:</b> <i>China in the 1940s. The mother in “Two Kinds” came to the United States in 1949 to escape the war in her native country. In 1949, the Communist party seized control of China, following years of civil war. Like the mother in “Two Kinds”, a number of Chinese who feared Communists fled to the United States. Many of them lost everything except their hopes for a better future. They placed these hopes on the shoulders of the children born in new land.</i></p> <p><i>In the 1940s the Communists, led by Mao Zedong, and the Nationalists, led by Jiang Jieshi, were engaged in a civil war in China. The Japanese invasion of china during World War II had weakened the Nationalists, who did most of the front-line fighting. When the war ended in 1945, the Communists controlled the North, which had a population of 100 million. Although the Nationalist government controlled the cities, with far greater numbers of people, it was plagued by corruption and a weak economy. By the middle of 1948, the communists equaled the Nationalists in number. In 1949, they defeated the Nationalist army, establishing Communism in China (PHL Teachers Edition, p.259).</i></p> <p><b>Learning Objective:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to determine a theme or central idea of a text and how it is conveyed through particular details provide a summary of the text distinct from personal opinions and judgments.</li> <li>• Students will be able to describe how a particular story’s or drama’s unfold in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</li> <li>• Students will be able to cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• Students will be able to write arguments to support claims with clear reasons and relevant evidence.</li> <li>• Students will be able to support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> </ul>	
<p><b>CCLS for lesson: Standards:</b></p> <p>RL.7.1, RL.7.2, RL.7.3, RL.7.4 RL.7.6, RL.7.10</p> <p>RI.7.1, RI.7.4, RI.7.5, RI.7.9, RI.7.10</p> <p>W.7.1, W.7.1a-e, W.7.2, W.7.2a,</p> <p>SL.7.5, SL.7.6</p> <p>L.7.1, L.7.2.a, L.7.2.b, L.7.3</p>	
<b>Materials/Resources:</b> Prentice Hall Literature Grade 7. p. 260-276	
<p><b>Instructional Strategies (Differentiation of Teaching and/or activities):</b></p> <p><b>Whole Group-Tell</b> students that as they read they should look for conflicts between the mother and daughter in the story.</p>	

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Have students preview the selection vocabulary.

Vocabulary development during discussions: Encourage students with sentence starters like these:

1. The main conflict the narrator has with her mother is that...
2. The narrator's attitude toward her mother is one of...
3. Her mother's main desire is that...

Students will incorporate the vocabulary in their written responses.

Before reading students will activate their prior knowledge with the use of an Anticipation Guide-

After reading students will complete Anticipation Guide according to the evidence in the text.

Before Reading	Before Reading	Statement	After Reading	After Reading
Agree	Disagree		Agree	Disagree
		<b>1. Sometimes parents have dreams for their children that don't work out.</b> Evidence:		
		<b>2. Children should try hard to become what their parents want them to be.</b> Evidence:		
		<b>3. Sometimes, children need to hurt their parents' feelings to make a point.</b> Evidence:		

Teacher tells students that before they begin reading, they will think about two important questions:

1. How has your family's history affected your life? How will your life affect your family's history?
2. What does your family dream of for you? What do you want for yourself? What happens when what your family dreams of for you conflicts with what you want for yourself?

**Students will know: (Content/Concepts)**

- Students will be able to determine a theme or central idea of a text and how it is conveyed through particular details provide a summary of the text distinct from personal opinions and

**Students will do: (Skills)**

**Identify** textual support and evaluate its meaning.

**Determine** the author's purpose and explain if the purpose was indeed accomplished.

**Determine** the meaning of words and phrases

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<p>judgments.</p> <ul style="list-style-type: none"> <li>Students will be able to describe how a particular story's or drama's unfold in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</li> <li>Students will be able to cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>Students will be able to write arguments to support claims with clear reasons and relevant evidence.</li> <li>Students will be able to support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> </ul>	<p>as used in the text and gain a working knowledge of domain specific vocabulary in context.</p> <p><b>Create</b> written responses explaining how the author develops, compares, and contrasts his/her main idea or argument through multiple topics.</p> <p><b>Produce</b> clear and coherent writing in which the text structure, development, and vocabulary are appropriate to the specified audience.</p> <p><b>Demonstrate</b> command of the conventions of Standard English capitalization, punctuation and spelling when writing.</p> <p><b>Use</b> appropriate transitions to the coherence of written texts.</p> <p><b>Add</b> relevant facts, concrete details, quotations, and other examples to support a main idea or argument in a written piece.</p> <p><b>Cite</b> textual evidence to support written responses and apply conventions of Standard English grammar.</p> <p><b>Write</b> informative/explanatory texts to examine a topic and convey information through the selection and analysis of relevant content.</p>
<p style="text-align: center;"><b>Mini-Lesson: Building Background/Activating Prior Knowledge (20% of the Lesson)</b></p>	
<p><b>Vocabulary:</b></p>	<p>reproach, conspired, devastated, nonchalantly, expectations, sentimental, prodigy,</p>
<p><b>Do Now:</b></p>	<p>Students brainstorm a few words/statements relating to the given questions:</p> <ol style="list-style-type: none"> <li><b>How has your family's history affected your life? How will your life affect your family's history?</b></li> <li><b>What does your family dream of for you? What do you want for yourself? What happens when what your family dreams of for you conflicts with what you want for yourself?</b></li> </ol>
<p><b>Mini Lesson:</b> <i>Steps for Building Background</i></p>	<p><b>(Note Taking: Cornell Note-Taking Method)</b></p> <p>Teacher introduces story by giving a brief background/overview of the story.</p> <p>Teacher asks students to give examples of parents' expectations for their children.</p> <p>Students then complete sentence starters to develop specific ideas about conflict.</p> <p>Parents and children have disagreements about... They can overcome these obstacles by ...</p> <p>Anticipation Guide-before and after reading.</p>

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	<p>Teacher reads first page with whole group. Ask students to list details they learn about the mother.</p> <p>Teacher poses a few reading check questions to whole group...</p> <p>Reading Check: Whom does the narrator's mother want her to be like?</p> <p>Students then proceed to read on their own or with a partner or group.</p>
<p style="text-align: center;"><b>Students Practice &amp; Apply New Knowledge (60% of the Lesson)</b></p>	
<p><b>Group Work and/or Independent Work:</b></p>	<p><b>Tier II</b> What are the titles of the pieces in the Schumann book that the daughter plays at the end of the story? In what ways do the titles and pieces reflect the daughter's feelings about herself?</p> <p><b>Tier I</b> Do you agree that people can be anything they want to be? Why or why not? Should the narrator's mother have pushed the daughter as she did? Explain. How might the story be different if it was told from the mother's point of view?</p> <p><b>Tier III</b> In what ways does the mother pressure her daughter for change? How does the difference in their attitudes create problems? Support your answer with details from the text.</p> <p>Students produce a summative project in which they demonstrate understanding of the text: (Students have a choice of completing choice 1 or choice 2 or choice 3).</p> <ol style="list-style-type: none"> <li>1. Organize and implement a formal debate about immigration in the United States today using arguments, evidence, and illustrations generated from studying the unit text and your personal knowledge experience.</li> <li>2. Compose a script and use it to create a presentation via PowerPoint, MovieMaker, or any other type of multimedia resource to present your audience with an immigration narrative, an explication of immigration issues or border crossing in US culture today, or an analysis of a cultural conflict (Burns &amp; Botzakis, 2012).</li> <li>3. Challenge: Develop and perform a short monologue based on a scene from the story. You may prepare a monologue that reveals the narrator's, the mother's, or another character's inner thoughts and feelings. Write a script of the character's words and present your monologue to the class.</li> </ol>

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